

**"E-TEACHER" SCHOLARSHIP PROGRAM - ENGLISH  
TEACHING DISTANCE LEARNING PROGRAM: APPLICATION 2012**

**FOR KAZAKHSTANI ENGLISH LANGUAGE TEACHERS OR TEACHER  
TRAINERS**

**PROGRAM DESCRIPTION:** The Office of English Language Programs (ECA/A/L) announces the next offering of its acclaimed "E-Teacher" courses that train foreign English language professionals in the latest U.S. methods of English language teaching via distance education (see the descriptions of the nine courses below). **The courses (almost all of them are 10 weeks long) will be offered in the fall of 2012 and the winter, spring, and summer of 2013, though not all the courses will be offered each term.** Tuition and materials will be paid by ECA/A/L.

Participants are English teaching professionals who receive instruction in the most recent English language teaching methods and techniques, while also being introduced to American educational values. Participants use innovative distance learning technology to interact with U.S. experts.

**ADMISSION:** To be considered for the participation in the "E-Teacher" scholarship program, the candidate must fill in the application (see below), and submit it to the Regional English Language Officer, by email [RELO-Astana@state.gov](mailto:RELO-Astana@state.gov) AND Olga Paterova, Cultural Affairs Assistant, U.S. Embassy Astana, by email [PaterovaO@state.gov](mailto:PaterovaO@state.gov), OR fax +7 (7172) 702388 (attn.: Olga Paterova or RELO) **by July 25, 2012. Applications submitted after July 25<sup>th</sup>, 2012, will not be considered.**

**FINANCIAL PROVISIONS:** Participant costs are covered through a cooperative agreement between ECA and the consortium of U.S. institutions that conduct the program. This includes tuition and the cost of any course materials sent from the institution.

Course materials will include, but are not limited to, the following:

- downloadable or posted syllabi, assignments, and course readings;
- asynchronous and some synchronous contact between instructor and participants, between other experts and participants, and among participants;
- lectures via real-time, text, or audio-enhanced text;
- use of a bulletin board to post notes, assignments, feedback, etc.;
- information on additional web-based resources;
- the ECA/A/L Resources for English Teachers.

All materials will emphasize a learner-centered approach and will be in English. When possible, courses will integrate appropriate Department of State materials such as "English Teaching Forum" magazine articles and "Shaping the Way We Teach English".

**SELECTION:** Candidates for "E-Teacher" scholarships should be teacher trainers or teachers who are working, or plan to work, with one of the seven subjects covered by the

courses. They should be highly motivated individuals who are dedicated both to their own professional development and to sharing the knowledge gained with colleagues through workshops or professional presentations. **Candidates should also be committed to fulfilling the program requirements (dedicating on average 8-10 hours of work per week) and completing the course.** In addition, candidates should meet the following criteria:

**English language skills:**

- ability to do academic work at a U.S. university (an advanced level of reading and writing, roughly equivalent to a minimum TOEFL score of 550 or IBT score of 79-80);
- general understanding of technical terms in English relating to computers and the Internet;
- good command of the necessary vocabulary for each of the nine topics.

**Computer fundamentals:**

- regular access to e-mail and the Internet;
- ability to navigate in Windows and create a Word document;
- basic familiarity with the Internet and web browsers;
- ability to type in English well enough to perform on-line tasks in real-time and to submit written assignments in a timely manner.

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### **Individual Course Descriptions**

**1. Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages:** This course is designed to provide participants with current methodologies associated with teaching English language learners (ELLs) of different ages in various learning contexts. Participants will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching English, participants learn how to create an effective and communicative language classroom for all ELLs. In addition, participants will examine what best practices means in the context of teaching English in the 21st century, where the use of English incorporates modern technologies. This course is based partially on the "Shaping the Way We Teach English" materials.

**2. Teaching English to Young Learners:** English learners at the primary level (approximately ages 5-10) are cognitively "primed" to acquire language skills in ways that lend themselves well to an integrated skills and content-based, experiential approach. The educator who understands the cognitive and social processes of second language acquisition for Teaching English to Young Learners (TEYL) is better equipped to help the learner navigate the processes of classroom learning activities while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language settings have a limited amount of time to accomplish their teaching goals and

meet local requirements regarding the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants have the opportunity to explore solutions for such challenges through an overview of current research and “best” practices (always context-dependent) for TEYL plus hands-on experimentation with a wide array of freely available online and local resources.

**3. Critical Thinking in Language Learning and Teaching:** This course is designed to deepen participants’ understanding of the theory and applied use of Critical Thinking principles and practices in the EFL classroom by engaging in the following types of activities.

- a. Read and discuss professional information and articles to develop a deeper understanding of current topics in language pedagogy as they relate to general critical thinking skills.
- b. Identify, evaluate, and select web-based materials and tools for use in the classroom.
- c. Interact with colleagues regionally and internationally who share similar pedagogical interests. Create classroom materials and projects that demonstrate an understanding of course topics. Adapt and enhance existing materials so that they are culturally and age appropriate for their schools’ local curriculum.

**4. Summative and Formative Assessment in Language Learning and Teaching:** This course will involve participants with the theory and practice of the major components of assessment, with a particular focus on English as a foreign language and addressing all four skill areas. Assessment topics covered include needs assessment, diagnostic, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated. Participants will also explore aligning assessment to behavioral objectives and course goals, giving learners effective and helpful feedback, developing rubrics and tests, evaluating assessment with item analysis, and looking at reliability and validity. Articles and other readings give participants a firm foundation in assessment theory, and they will put theory into practice with an array of weekly practical applications, assignments, discussions, and tasks that include creating different types of assessments and feedback. The course will end with an assessment project organized as a WebQuest.

**5. Building Teaching Skills through the Interactive Web:** Participants in this course deepen their understanding of the theory and applied use of CALL principles and practices in the EFL classroom. The course will model innovative online teaching practices, enable participants to understand and use appropriate technology to enhance learning outcomes for their students, and offer opportunities to share real-world applications of technology tools and practices. The course will provide educators with support and problem-solving mechanisms as they implement technology and act as a train-the-trainers model so that participants can move forward after the course with concrete dissemination plans.

#### **6. English for Specific Purposes, Aligning Context with Practices and Materials:**

This online course will develop participants' skills in designing, implementing and evaluating English for Specific Purposes (ESP) courses based on best practices in the field. Because the foundation of this course is in best practices, new and experienced ESP practitioners are welcome from all areas of the field. Course participants may be addressing the needs of pre-experienced learners (preparing to enter a specific discourse community) who need (1) English for Academic Purposes (EAP) for courses in specific disciplines in universities, or (2) Vocational English for Specific Purposes (VESP) for courses at vocational and technical secondary schools.

**7. Special Education and Differentiated Instruction in EFL Contexts:** This course is designed to be a survey of teaching methods that support learners with special needs within the context of the TEFL classroom. Participants will read articles, visit websites and discuss practices that provide teaching strategies for diverse learners with a wide variety of skills and varying levels of performance. The focus is placed on inclusive teaching models, with exploration of the current best practices. As a community of professionals, participants will engage in ongoing dialogue, sharing their experience, success and concerns in their teaching. A support system will be established with exposure to resources found within individual teaching communities and external locations such as online forums and information centers. Emphasis will be placed on the creation of a resource to take back for sharing among participants' local communities (e.g., classroom, school-wide basis, parents or larger community).

#### **8. Oral/Aural English Language Proficiency, Technology, and Teaching**

**Methodology:** designed to improve the oral/aural English language proficiency and teaching methodologies. The course pioneers new technologies and pedagogical practices for teaching oral English skills via synchronous and asynchronous sessions.

**9. 5-week Short Course on Technology and Methodology:** designed to teach necessary technology to teachers with no tech background. The teachers will be learning introductory methodology through the foundation of technology.

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*Please fill out, scan and email this application form to the Regional English Language Officer at [RELO-Astana@state.gov](mailto:RELO-Astana@state.gov) AND Olga Paterova, Cultural Affairs Assistant, U.S. Embassy Astana, at [PaterovaO@state.gov](mailto:PaterovaO@state.gov) , OR fax it at +7 (7172) 702388 (attn.: Olga Paterova or RELO) by July 25, 2012.*

**1. NAME OF APPLICANT:**

**a.** Family name

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**b.** First name

--

**c.** Middle name

--

**d.** Prefix (Mr./Ms./Mrs.)

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**2. PERMANENT ADDRESS OF APPLICANT:**

**a.** Street and Apt. no.:

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**b.** City, Postal Code:

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**c.** Home Phone number:  
(include city code)

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**d.** Work Phone number:  
(include city code)

--

**e.** Cell Phone number

--

**f.** Fax: (include city code)

--

**g.** E-mail address: (if  
none, write none)

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**3. GENDER:**  
(male/female)

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**4. PLACE OF BIRTH**  
(city and country):

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**5. DATE OF BIRTH**  
(DAY/MONTH/YEAR):

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**6. CURRENT OCCUPATION:****a.** Your job title**b.** Dates of Employment  
(month and year)**c.** Name and address of  
your place of  
employment


**7.** Please indicate countries outside your own, including the United States, in which you have lived, traveled, or studied. Please list dates (months/years) and reasons for each visit. Please attach an additional sheet if necessary.

Country visited	Reason for visit (e.g. study, work, tourism, conference) Please be specific	Dates of visit	
		From (Mo. /Yr.)	To (Mo. /Yr.)

**8.** Please enclose your **ONE-PAGE** brief curriculum vitae (CV).

**9.** Please choose the course you would like to take:

- 1) Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages;**
- 2) Teaching English to Young Learners;**
- 3) Critical Thinking in Language Learning and Teaching;**
- 4) Summative and Formative Assessment in Language Learning and Teaching;**
- 5) Building Teaching Skills through the Interactive Web;**
- 6) English for Specific Purposes, Aligning Context with Practices and Materials;**
- 7) Special Education and Differentiated Instruction in EFL Contexts;**
- 8) Oral/Aural English Language Proficiency, Technology, and Teaching Methodology;**
- 9) 5-week Short Course on Technology and Methodology.**

Please, indicate your chosen course (**one**) here:

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**10. Please explain your reasons for wanting to participate in the course you've chosen in item 9.**

**11. What activities can you conduct for your colleagues in order to disseminate what you've learned after the completion of the course?**

**12. Please assess your present English language proficiency (excellent, good or fair).**

**a. Understanding written English**


**b. Expressing thoughts in written English**

**13. Do you have an email account?**

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**14. If you answered "yes" to the question 12, how many times a week do you check your email?**

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**15. Please assess your ability to work with Word documents (excellent, good or fair).**

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**16.** Please list three referees who could comment on your work and English language proficiency.

**REFeree 1**

- Last name
- First name
- Middle name
- Job title
- Place of employment (include city)
- Email address
- Phone number (include city code)


**REFEREE 2**

- Last name
- First name
- Middle name
- Job title
- Place of employment (include city)
- Email address
- Phone number (include city code)

[illegible]**REFeree 3**

- Last name
- First name
- Middle name
- Job title
- Place of employment (include city)
- Email address
- Phone number (include city code)

[illegible]